

UNIVERSITY OF YORK

Senate

TEACHING COMMITTEE

Minutes of the meeting held on 5 October 2017

Present: Professor J Robinson (Chair)
Mr N Dandy (for M17-18/1 to 7 and M17-18/13 to 14)
Mrs K Dodd (for M17-18/6 to 8 and M17-18/13 to 14)
Dr S King
Professor S Bell
Mr E Braman (for M17-18/9 to 12 and M17-18/15 to 16)
Ms C Chamberlain (GSA representative) (from M17-18/3)
Dr G Chitty
Professor J Hudson
Dr B Lee
Professor T Lightfoot (for M17-18/1 to 7 and M17-18/13 to 14)
Mr J Porch (YUSU representative)
Dr K Selby (for M17-18/1 to 7 and M17-18/13)
Professor D Smith (until M17-18/15)
Professor R Waites

In Attendance: Mrs J Iddon (ASO, Secretary)
Mrs J Brotherton (ASO, Minute Secretary)
Ms G Morgan (YUSU, observer)

Apologies were received from Professor J Buchanan, Mr J Fagan, Professor B Fulton, Professor A Hunt, Dr E Major and Professor G Ozkan.

CATEGORY I BUSINESS

M17-18/1 Welcome

The Chair welcomed Julian Porch (incoming YUSU Academic Officer) and Charlotte Chamberlain (GSA President) as new members of the Committee and welcomed back, as an ex officio member, Dr Steve King following his reappointment as Chair of the Standing Committee on Assessment.

The Chair also welcomed Gabriella Morgan, newly-appointed Student Engagement Coordinator at the Students' Union, who was in attendance as observer.

The Chair reported that Professor Jacco Thijssen had stepped down from the Committee. Professor Thijssen had been a member of the Committee for four years and during that time had made a substantial contribution to teaching and learning at the University.

The Chair reported that Professor Maggie O'Neil, Department of Sociology, had been appointed to take up one of the Social Sciences vacancies on the Committee and would formally begin her term of office in January 2018.

M17-18/2 Minutes and Matters Arising

The Committee **approved** the minutes of the meeting held on 22 June 2017 (UTC.17-18/1) subject to the addition of a post-meeting note that reported the cancellation of the extraordinary July UTC meeting (M16-17/166 and M16-17/171).

The Committee **considered** an update on matters arising from the minutes (UTC. 16-17/1 **Appendix 1**).

- The proposal for the BA TESOL had not yet received planning approval (M16-17/60). It was noted that the Planning decision was delayed due to uncertainty about resourcing following the move of the Centre for English Language Teaching from the Department of Education to the Academic Support Office.
- UTC's recommendation to strengthen the governance of combined programmes by discontinuing Combined Boards of Studies (M16-17/125) had not been put to Senate due to concerns raised, in advance of the meeting, by a student member of Senate about student representation for combined programmes. Members were asked to consider a revised recommendation to Senate: that Combined Boards of Studies be discontinued as originally proposed and that amendments be made to Staff-Student Forum with respect to student representation for combined programmes. The YUSU representative expressed some concern about the revised proposal. To allow for further discussion between the Chair and Secretary of UTC and the YUSU representative the proposal would be brought back for consideration by the Committee in November.

Action: YUSU representative

- One external assessor report had been received for the MA in Social Research and the second was awaited (M16-17/146 refers). The first external assessor had suggested some minor changes to the content of the programme and the assessment methods of some of the optional modules. The Associate PVC for Teaching, Learning and Students reported that, given the requirement for the programme to align with ESRC training guidelines, it was not possible for the content to be amended in accordance with the comments made by the external assessor. It was also not possible to diversify the assessment methods of the optional modules since these were determined by contributing departments. It was noted that a further update, following receipt of the second external's report, would be given at November's UTC meeting.
- The Master of Social Work and Social Science in Social Work programme proposal had been amended in accordance with UTC's comments and had been approved by the Chair (M16-17/150). It was reported that the Department had requested a change to the award title to either Master of Social Work (Hons) or Master in Social Work (Hons) and advice with respect to the preferred title was being sought from Student Services. Senate approval via Chair's Action would then be sought to change the award title.

*(Secretary's post-meeting note: Senate approved, via Chair's Action, the change to the award title from Master of Social Work and Social Science in Social Work to **Master in Social Work (Hons)**. In line with other integrated Masters at the University the abbreviation will be MSocW (Hons)).*

- The Committee was advised that Senate had approved its recommendation to reduce feedback turnaround time to 20 working days (M16-17/156). Further to this, the Chair asked members to consider whether an exemption should be applied to examinations conducted in the first week of the Common Assessment Period (week 5 of the Summer term) in order that feedback could be returned during week 10. The maximum time limit in such cases would be twenty five working days (where working day excludes

University closure days [customary leave days between Christmas and New Year and public/statutory holidays]). **The Committee agreed to recommend for approval to Senate an exemption to the maximum time limit for feedback on student work for examinations conducted in week 5 in the Summer term; Teaching Committee agreed to recommend that the maximum time limit in this case be twenty-five working days.**

- It was reported that the proposal for a pilot introduction of repeat study of Stage 1 (M16-17/161) had not been approved by Senate. Senate had requested that further consultation with Chairs of Boards of Studies and Heads of Department regarding the proposal be undertaken. The Chair of SCA had undertaken further consultation with departments (which included discussion of solutions to issues that had been raised) and the proposal (as submitted to UTC in June) had now been approved by Senate Chair's action. The Chair of SCA reported that the Guide to Assessment had been updated to reflect the (pilot) introduction of repeat study of Stage 1 and the Guide made clear that students repeating Stage 1 must not re-submit work for assessment (and that such self-plagiarism will be regarded with the same severity as plagiarism in general in submitted work). The SCA would be communicating with departments regarding this update.
- The revised Policy on Postgraduates Who Teach (now Policy on Graduate Teaching Assistants) (M16-17/157) had been published on the Learning and Teaching section of the University's website.
- The Department of Politics had decided not to resubmit the proposal for an MA International Development (M16-17/153). It was reported that the Department was instead considering the possibility of a new cross-faculty BA in Development.

M17-18/3 Terms of Reference and Membership

The Committee **considered** revised terms of reference and membership for 2017/18 (UTC.16-17/3). The proposed revisions reflected changes to the Policy on Research Degrees (approved by Senate in July) regarding the approval of taught awards and taught components of research degrees. The Chair reported that UEB was considering the future remit of Faculty Learning and Teaching Groups (FLTG) and that UTC's terms of reference may need to be reconsidered later in 2017/18 in the light of any changes agreed with respect to FLTGs.

It was noted that there were two vacant positions on UTC. The Chair reported that these vacancies would be considered following UEB's decision with respect to the future role of FLTGs.

The Committee **decided to recommend approval to Senate** of its revised terms of reference and membership for 2017/18.

M17-18/4 Annual Cycle of Business

The Committee **received** the annual cycle of business, a list of members' roles and responsibilities, and a provisional allocation of members to periodic review and other UTC visits for 2017/18 (UTC.17-18/3). It was reported that, subsequent to the circulation of papers, the Chair had approved a request from the York Management School to defer its periodic review to 2018/19.

The Committee agreed that the cycle of business should include consideration of a paper, from the Planning Office, regarding student growth patterns and cohort number targets, which result from the Medium-Term Planning process undertaken during the Spring term. The consideration of the report could be undertaken at UTC's March or May meeting.

M17-18/5 Oral Update from the Chair

The Committee **received** an oral update from the Chair as follows:

- The Chair reported that there were two UTC vacancies (one from the Faculty of Arts and Humanities and one from the Faculty of Social Sciences) on the selection Panel for the Vice-Chancellor's Teaching Awards and asked members to contact him if they would be willing to be a Panel member.

Action: Members (Faculty of Social Sciences / Faculty of Arts & Humanities)

- The University was waiting for HEFCE to publish the metrics and benchmarks before deciding whether it should participate in TEF3. Whilst the University's appeal against its Silver TEF2 rating had been partially upheld the outcome was nevertheless unchanged. The University was not participating in this year's subject-level pilots through which two different models (a 'by exception' approach which looks in more detail at subject areas deviating from the institution's average and a 'bottom-up' approach which looks at all subjects to produce an aggregated score) were being explored (80 institutions had applied to participate in the pilot). The Chair reported that the University may volunteer to participate in the second year of pilots. The University would also have an opportunity to raise its concerns about the TEF2 in the upcoming independent review.
- The University had signed a contract with Academic Partnerships as the external provider to support the strategic initiative to expand the Institution's distance learning provision. The recruitment to new roles to support the project had begun. The Chair and Associate Pro-Vice-Chancellor (Teaching, Learning & Students) thanked everyone, particularly colleagues in Student and Academic Services and the Management School, for the work on the project to date.

M17-18/6 Update from the Student Representatives

YUSU

The Committee **received** an oral report from the YUSU representative as follows:

- YUSU had taken a more active role in departmental welcome talks. Feedback from the talks had been positive.
- The YUSU welcome talks had involved a live surveying exercise which had achieved excellent response rates. Students had been asked a number of questions including what they were most excited about and what they were most worried about. Workload had emerged as the most significant concern. YUSU planned to develop the surveying approach so that in future it would be possible to export and save the data and potentially to link it to demographic information.
- Course representative elections were underway. Nominations had opened earlier and closed later than in previous years. YUSU was looking to improve and develop its engagement with course representatives and the communication between course representatives and students. The appointment of a Student Engagement Coordinator would support this objective.
- Priorities for the year had been established and these included looking at the hidden costs of study. YUSU would also be working with Alison Sherratt, Internal Communications Manager, on a 'things I'd wish I'd known [at the start of my study]' project.

The Committee **received** an oral report from the GSA representative as follows:

- The GSA had been attending departmental welcome talks.
- The GSA was working hard to increase postgraduate course representative nominations and the deadline had been lengthened. There were currently only 20 nominations compared with 160 in the previous year. Members noted that some students had been in touch with programme leaders about submitting nominations and therefore queried if there may have been some confusion about the process. The GSA representative reported that the reason for lack of engagement was not clear. Members were asked to encourage nominations in their departments.
- The GSA was in the process of establishing its priorities for the year. These would include work on transition and pre-arrivals information.

M17-18/7 Periodic Review: Physics

The Committee **considered** a report, external assessors' reports and action plan arising from the periodic review of the Department of Physics (UTC.17-18/4).

Dr Katherine Selby had been chair to the Review and Professor Dave Smith (the UTC Departmental contact) had been the second academic member of UTC on the Panel. The Panel had identified a number of strengths which included the strategic vision of the management team, undergraduate careers support, responsiveness of staff to student feedback and the postgraduate research student experience. Students met by the Panel had also highlighted the Department's open days as a being a notable strength, with a number citing their experience at open day as a key reason in deciding to choose to study Physics at York.

The Panel identified a number of actions that the Department should take to enhance the quality of its provision which included clear communication of the Department's workload model to staff, transparent allocation of Graduate Teaching Assistants to modules, timely completion of TESTA, provision of feedback on examinations and the provision of a clear schedule of assessment.

It was reported that the University-level recommendations that related to timetabling (report reference 4.8) and the prioritisation of the development of a programme catalogue (report reference 7.10) had been complete. The University-level recommendation relating to a review of the provision of data to Boards of Examiners (report reference 7.11) had been referred to the Faculty Operations Manager who was leading the Examinations and Assessment Support Process Review. The Academic Registrar updated members on developments, subsequent to the Review, which related to the recommendations around training for staff dealing with students facing mental health issues (report reference 6.3) and Open Door Team waiting times (report reference 6.4). The Academic Registrar reported that 72 members of the Physics Department had completed mental health first aid training, (5 had completed the full-day training) and that a poster had recently been circulated to all departments advising staff what to do if there were concerns about a student's mental wellbeing. A new system for appointment bookings with the Open Door Team had been established which included an online self-referral system and a commitment for a call back within 48 hours; the service was currently achieving its target waiting times. It was further reported that the possibility of increasing capacity during particularly busy times (typically the Spring term) by introducing evening appointments was being explored.

The Committee reviewed the Department's action plan. It agreed that appropriate actions had been identified, however, in the context of the Department's disappointing NSS results (notably those relating to *Teaching* and *Organisation and Management*), it agreed that

some of the actions should be made more impactful and focused. This would be taken forward by the PVC as part of the follow-up to the Department's NSS results.

Action: PVC for Teaching, Learning and Students

M17-18/8 Periodic Review: Mathematics

The Committee **considered** a report, external assessors' reports and action plan arising from the periodic review of the Department of Mathematics (UTC.17-18/5).

Professor Dave Smith had been the chair to the Review and Professor Andy Hunt had been the second academic member of the Panel. Prof. Smith reported that the Review had been positive. The Department was aware of its own strengths and weaknesses and it was part way through implementing significant changes to the structure of its undergraduate programmes. The Panel had identified a number of strengths which included the Department's vision and its coherence with the principles of the Pedagogy, the collegiality evident in the Department, the provision of opportunities for students to view marked examination scripts, support for new members of staff and structured support for members of staff delivering modules judged to be in need of improvement. The setting of a group project during induction of PhD students, which helped to establish a sense of community amongst PhD students, was highlighted as excellent practice.

The key concern identified by the Panel was poor student engagement and attendance. In response to the University-level recommendation (report reference 3.6) relating to this it was noted that the Senate had recently endorsed the Attendance Monitoring Policy, developed and approved by UTC, for implementation once an IT system had been developed to support it. The Attendance Monitoring Policy was supportive in approach rather than punitive and it would not be appropriate to discontinue students' enrolment on the basis of attendance. Members noted that Together York would support staff, who were discussing poor attendance with students, as it articulated the requirement to prepare for, and attend, scheduled teaching sessions. The Panel had made a number of Departmental-level recommendations to support student engagement with teaching which included increasing the amount of summative coursework, discussing reasons for non-attendance directly with the student body, and seeking support from Student Services. The Academic Registrar reported that she had met with the Head of Department and other Mathematics' colleagues to discuss the attendance issues and they had discussed ways to reach out to students who were not engaged with their studies.

The Panel made a number of other recommendations to the Department which included the further consideration of the application of threshold descriptors to assessment, the enhancement of training for Graduate Teaching Assistants and to more clearly communicate the purpose of TAP meetings to PhD students.

The Committee noted that, as with the Periodic Review of Physics, a University-level recommendation had been made with respect to the monitoring of Open Door waiting times, and the Academic Registrar had provided an update to members during consideration of the Physics Periodic Review (M17-18/7). The University-level action relating to the accessibility of data (report reference 3.18) had been referred to the Business Intelligence Unit and the action relating to the appropriateness of lecture rooms (report reference 8.5) had been referred to the Sciences timetabling manager (and this action was now complete).

The Committee considered the Department's action plan and was satisfied that the identified actions were appropriate. The Committee congratulated the Department on the

progress made over the last 4/5 years which was the result of working hard on a meaningful set of actions over the period. The Chair noted the Department's positive results in the staff survey and the upward trajectory of NSS results.

M17-18/9 Periodic Review: Economics and Related Studies

The Committee **considered** a report, external assessor's report and action plan arising from the periodic review of the Department of Economics and Related Studies (UTC.17-18/6).

Professor John Hudson had been the chair to the Review and Dr Gill Chitty had been the second academic member of UTC on the Panel. Dr Barry Lee had observed the Review. The Department had been very engaged with the process and approached the Review in an open and constructive way. The Panel had been impressed by the strength of leadership and the Department's own evaluation of strength and areas requiring improvement. Members were pleased to note the improvements made with respect to NSS results; in 2017 the Department's position in the sector had improved in all dimensions (five in the top quartile) and there were notable improvements in student satisfaction in *Assessment and Feedback* (77.93% compared with 69% the previous year) and *Academic Support* (86.01% compared with the 79% in 2016).

Strengths identified by the Panel included performance in the DHLE, the Department's active engagement with the Careers Service, processes for supporting student representation, the strength of students' societies and the postgraduate research student experience.

Key recommendations made by the Panel primarily related to the continued implementation of the principles of the York Pedagogy, particularly the diversification of assessment and the development of a Departmental approach to teaching and learning. The Panel had observed that one member of staff was acting as programme leader for all of its single honours undergraduate programmes and, whilst the Department had presented a strong rationale for this approach, the Panel emphasised the importance of keeping this under review (via the University annual programme review process). It was reported that the Department already had plans to review its assessment strategy and the Panel had recommended that this should involve bringing the proportion of closed exams more in line with the sector norm.

The Committee noted that the University-level recommendation relating to enrolment information for distance learning students had been completed.

The Committee was concerned that the Panel had found a Department-wide approach to teaching and learning to be absent and a strong culture of modular-level decision-making (para. 5 of the report overview), particularly given the focus of the Pedagogy on programme-level design. The Committee agreed to approve the action plan noting that it considered the action identified in response to the recommendation that 'a Departmental approach to teaching and learning be developed' (report reference 4.1-4.3) to be a first step with sustained effort required.

M17-18/10 Periodic Review: Language and Linguistic Science

The Committee **considered** a report, external assessors' report and action plan arising from the periodic review of the Department of Language and Linguistic Science (UTC.17-18/7).

Professor Richard Waites had been the chair to the Review and Ed Braman had been the second academic member of UTC on the Panel. Joe Fagan had observed the Review. It was noted that since the last Periodic Review Languages for All had joined the Department and this had been a successful integration notably with respect to Languages. The Department had engaged very openly with the Review process and the Panel had enjoyed a series of constructive conversations with staff during the visit which included the sharing of practical ideas and good practice to enhance the Department's provision. The recommendations made by the Panel included more clearly communicating its strengths within its strategic vision, improving communications within the Department (particularly between Languages and Linguistics), reviewing the assessment of the Year Abroad, establishing a more consistent approach to the use of the VLE, developing a systematic process for module evaluation, and engaging with the Careers Service with respect to placements.

The Committee noted that the Department offered a large number of undergraduate degrees and that issues around communication may well stem from this large and diverse portfolio. Members noted that the combination of languages and named programme titles was attractive to applicants.

The Committee considered the Department's action plan and was satisfied that the identified actions addressed the Panel's recommendations. The Committee was pleased to note the careful thought that had been given to the allocation of each action to members of staff. The allocation of actions in this way demonstrated a shared responsibility and clear ownership across the Department for making progress with the action plan.

M17-18/11 Three year review: Masters in International Humanitarian Affairs

The Committee considered a report and action plan arising from the three year review of the Masters in International Humanitarian Affairs (UTC.17-18/8).

Professor Jacco Thijssen had been the chair to the Review and Professor Gulcin Ozkan had been the second academic member of UTC on the Panel. The programme had moved into the Department of Health Sciences in 2016, having previously been located in the PRDU and the Review reported a successful integration. Positives identified by the Panel included student induction, the way in which group work had been built in to the programme structure and the use of technology enhanced learning. A particular example of good practice was the development of an Associates Network of professional contacts and practice-based alumni. Recommendations included a review of the programme handbook and a review of the supervision model.

The University-level action relating to Institution-wide communication (report reference 6.4) had been referred to Student Services and the Fees Office. The action relating to the review of a number of policies to ensure that they appropriately cater for distance learners would be considered within the wider review of University policies being undertaken as part of the expansion of distance learning provision with Academic Partnerships.

The Committee considered the programme team's action plan and was satisfied that the identified actions were appropriate. Members observed that the action related to a sustainable model of supervision and support was an issue of resource; the Committee judged that responsibility for undertaking that review was appropriately placed.

M17-18/12 National Student Survey Results 2017

The Committee **considered** a report on the results of the National Student Survey 2017 (UTC.17-18/9). The report highlighted changes to the survey which included the introduction of three new dimensions (Learning Opportunities, Learning Community and

Student Voice), the removal of the Personal Development dimension and the reporting of results to two decimal places. Overall satisfaction at York had decreased by 0.59 points, however relative to the rest of the sector the University's position had improved. The University's response rate had fallen (by 7% to 65%). The response rate nationally had been 68%. The NUS boycott had been officially endorsed by a number of students' unions and eight Russell Group universities had not met the institutional reporting threshold.

The Committee noted the individual department-level analyses in the report and the interpretations and actions identified by each department. The Chair congratulated departments which had achieved excellent results notably Chemistry, Law, Mathematics, Philosophy, TFTV Interactive Media & Writing and Directing & Performance. The PVC for Teaching, Learning and Students would be contacting those Departments for which the results had been concerning.

The Committee considered the 2018 subject area targets (set last year) which were (i) an overall satisfaction rate of at least 90% and (ii) performance on each dimension in the top half of the rank order for that dimension. The Committee agreed that the targets remained appropriate and that the second element was of particular value.

It was noted that in the Student Voice dimension of the survey students had been more positive about having had the opportunity to provide feedback than they had about feeling that their feedback was acted on. Allison Loftfield, Student Communications Manager, was conducting analysis of the 'You Said We Did' campaign to establish if there was any relationship between departments' performance in the student voice dimension and participation in the campaign.

It was suggested that renaming the Staff Student Forums as 'Student Voice' Forum may help students to identify how they had the opportunity contribute to discussions in their departments. Similarly, it was suggested that the results for the question 'The Students' Union effectively represents students' academic interests' would be higher if students associated their course representatives with YUSU.

Members considered whether the fall in the response rate might have impacted negatively on the University's performance. Members noted the key role that student representatives played in encouraging high response rates and the YUSU representative confirmed that YUSU would support the University in promoting the survey again this year.

The Dean for the Faculty of Social Sciences queried how the results should be considered at Faculty level. The Chair asked that Faculty-level priorities should be identified around the new parts of the survey, for instance there could be a focus by FLTGs on question 4 ('My course has challenged me to achieve my best work') which had impacted negatively on the University's performance in the dimension on teaching. The ASO could work with the Faculty Deans to identify Faculty-level teaching and learning priorities and subsequent actions.

The Chair thanked Dr Adrian Lee and the Business Intelligence Unit for their support with analysis of the results.

M17-18/13 Metrics dashboards

The Committee **considered** a paper on the use of a dashboard dataset to inform quality enhancement. The paper highlighted the need to make more systematic and efficient use of data to monitor the impact of the pedagogy, to inform and prioritise enhancement plans, to understand and respond to TEF ratings and to prepare effectively for future TEF

ratings at Institutional and subject level. The University's TEF2 submission focused on the University's 'comprehensive excellence' and 15 key metrics were identified which evidenced this. The metrics used produced a dataset which could be produced at subject level. The dataset could also be used across the University as part of established quality review processes. It would also enable the University to continue to evaluate 'comprehensive excellence' when preparations were made for the subject-level TEF.

Members were supportive of the proposal, noting the importance of ensuring that the data provided was robust and that the dataset should identify realistic and genuine targets to drive forward action at the department-level and Institutionally. Members expressed the view that the metrics need not be weighted / benchmarked but should be grouped into key areas. Members also observed that the metrics were very focused on outputs and that consideration should be given to the relationship with input metrics such as tariff, staff-student ratio and spend per student.

It was noted that adjustments could be made to the dataset to take account of the amended metrics for TEF3.

UTC endorsed further work to pilot a dashboard dataset at subject level in 2017-18 based on the metrics articulated in the University's TEF2 submission. Members agreed that the information should be provided to, and considered at, Boards of Studies meetings.

M17-18/14 Learning and Teaching Strategy 2015-2020

The Committee **considered** a review of progress with the action plan arising from the Learning and Teaching Strategy (UTC.17-18/11). The Committee was supportive of the action plan and priorities which had been identified. During discussion it was noted that:

- C6.1 identified priorities around the University's Physical infrastructure (the completion of the Piazza building) and that members were not clear how the interests of Teaching Committee were represented with respect to the development of learning spaces across the Institution. The Chair advised that, whilst the current remit of the Learning Spaces Working Group was the development of the Piazza Building (and previously the Spring Lane Building) it was envisaged that it would be retained (in some form), beyond the completion of the Piazza Building, with its remit linked to the campus Master Plan. Once the Master Plan has been finalized the Chair would consult members about ways to ensure sufficient UTC oversight of learning space, for example by establishing an ongoing role for the Learning Spaces Working Group and entrusting the Committee's interests to that group.
- An additional priority for 2017-18 should be to ensure that students are made aware of the pedagogy and that it is referenced effectively in departments.
- C4.2 should reference the work that had been completed on the GTA Policy (revisions approved by Senate in July 2017) and the SCA review of the involvement of GTAs in summative assessment which would be undertaken during 2017/18.
- C5.4 should note that governance of the IPC was overseen by its BoS.
- C3.2 should include a further priority to monitor the revised policy on departmental teaching committees (to ensure that the student voice is not diluted).
- C3.6 should reference the HEFCE-funded catalyst project on alignment of the University's Strategy for Student Mental Health with the sector-wide *Step Change* project.
- The action plan should capture the ongoing work to internationalise the curriculum. It was noted that one of the projects arising from Together York was likely to include a focus on the international student experience.

The Committee approved the action plan and the prioritisation of actions for 2017/8, subject to amendments to reflect members' comments noted above. The updated action plan would be received, as category II business, by the Committee at its meeting in November and the Committee would review progress against the Action Plan at the end of the year.

Action: Head of ASO

M17-18/15 YUSU Excellence in Teaching and Supervision Awards

The Committee **considered** a report on the YUSU Excellence in Teaching and Supervision Awards (UTC.17-18/12). It was reported that 304 students had submitted 424 nominations for 294 members of staff. YUSU had conducted analysis of the nominations and this had provided some insight into what was particularly valued by students. Key themes included responsiveness, adaptiveness and learning that could be applied to real-world situations.

For the first time, the event had included a morning symposium to strengthen the showcase element of the awards and allow an opportunity for those previously recognised to share their ideas. Students participated actively in the presentations and the symposium had received very positive feedback. YUSU had plans to develop the symposium and in particular to increase the involvement from both staff and students.

The GSA representative congratulated YUSU on an excellent event and advised that the GSA would be happy provide further support to develop the event in 2017/18.

Members noted that the awards were highly valued by academic and support staff and thanked YUSU for the effort that had gone into organising the event. Members discussed the variation in nominations across departments. It was suggested that this could be, in part, due to the extent to which the event was publicised by student representatives. Members agreed that departments should support the publicising of the event and that a communication from YUSU to ensure that the criteria for nominations were fully understood would be helpful.

M17-18/16 Standing Committee on Assessment

The Committee received the membership, Terms of Reference and annual priorities of the Standing Committee on Assessment (SCA) for 2017/18 (UTC.17-18/13).

It was noted that the SCA had full membership and that, whilst the Committee had agreed its annual priorities for the year, the SCA would undertake further work arising from annual programme review and external examiner reports as appropriate.

The Committee agreed to **approve** the membership, Terms of Reference and annual priorities of the SCA.

CATEGORY II BUSINESS

Reports and updates

M17-18/17 Modifications and Withdrawals

The Committee received a report on modifications to, and withdrawals of, programmes of study approved by Chair's action between 12 June 2017 and 19 September 2017 (UTC.17-18/14), as follows:

Centre for Women's Studies

Approval to withdraw the MA Women's Studies (Social Research) with immediate effect as a consequence of the introduction of the MA in Social Research to be delivered by ReCSS.

Management

Final amendments to UG programmes in accordance with agreed York pedagogy changes for 2017 entrants. Full details available at:

<https://www.york.ac.uk/management/undergraduate/>

BA Business Management (including placement year option):

- Modules added to first year: Foundations of Business Ethics, Solving International Management Problems, Information Criticality and Business Accounting.
- Modules removed from first year: Understanding the Context of Business, Financial Accounting, Management Accounting, Quantitative Methods, and Qualitative Methods.

Full details including the timing of modules available at:

<https://www.york.ac.uk/study/undergraduate/courses/ba-business-management/>

BSc Business Management (including placement year option):

- Modules added to first year: Foundations of Business Ethics, and Solving International Management Problems.
- Modules removed from first year: Understanding the Context of Business, Qualitative Methods.

Full details including the timing of modules available at:

<https://www.york.ac.uk/study/undergraduate/courses/bsc-business-management/>

BSc Accounting, Business Finance and Management:

- Modules added to first year: Foundations of Business Ethics, Solving International Management Problems, and Business Economics.
- Modules removed from first year: Understanding the Context of Business, Management and the Business Environment, Theory and Practice, Qualitative Methods.

Full details including the timing of modules available at:

<https://www.york.ac.uk/study/undergraduate/courses/bsc-accounting-business-finance-management-abfm/>

BSc Marketing (including placement year option):

- Modules added to first year: Foundations of Business Ethics.
- Modules removed from first year: Understanding the Context of Business.
- Final year: Business Consultancy Project becomes a core module, Pricing, Value Chain and Logistics becomes an option module. Branding Strategies (option) replaced by Relationship Marketing (option).

Full details including the timing of modules available at:

<https://www.york.ac.uk/study/undergraduate/courses/bsc-marketing/>

Law

For 2017/18 entry only, approval to suspend the LLM in Professional Practice (Corporate and Commercial) due to insufficient applications and a need for a minimum cohort size to deliver the programme.

Archaeology

Approval to withdraw all PG Certificate and PG Diploma programmes as entry points for implementation in 2018/19 (they will be retained as exit routes).

TFTV

Approval to revise the BSc Film and TV Production third year option modules: to change from 10 cu to 20 cu and for students to choose one option module, rather than two, for implementation in 2017/18, in line with the York Pedagogy. The option modules are: Advanced Audio, Advanced Cinematography, Brief History of Cinematography, TV Research Skills, Directing for Theatre, Film and Television.

SPSW

Approval of a change in the assessment rules for new BA and MA Social Work students as follows:

- BA in Social Work - removal of assessment cap for year 1 of the BA programme (so 120 credits of reassessment is permitted rather than the 90 permitted normally)
- MA in Social Work - lifting of assessment cap for year 1 of the MA programme (so 90 credits of reassessment is permitted rather than the 40 permitted normally).

This is to accommodate the number of non-compensatable/pass/fail module components within the BA and MA programme, which in turn are a consequence of meeting registration standards for social work.

Computer Science

Withdrawal of the BEng Computer Science with Embedded Systems Engineering (and 'Year in Industry' variant of this programme), with affect from 2018/19 applicants.

Electronic Engineering

Associated with the implementation of the York pedagogy, the following modifications were approved to the Department's PGT programmes:

MSc Audio and Music Technology:

- Audio, Acoustics & Applications (20cr) removed;
- 'Virtual Acoustics & Spatial Audio' (10cr) AND Interfacing for Audio and Music' (10cr) added as new modules. Students can also replace these by 'Production Techniques, Technologies and Aesthetics', a 20-credit module in the Music Department;
- Voice Acoustics and Applications added, a new module already approved by UTC;
- the possibility of doing a 10-credit option removed;
- Personal Professional Practitioner moves from Autumn Term only to Autumn – Spring Term

MSc Communications Engineering:

- Introduction to MATLAB moves from 5 credits to 10 credits;
- Introduction to Project Management (5cr) and the ability to do a 10-credit option module both removed;
- Research Methods (20cr) removed and replaced by a new 10-credit module on the same topic (Research Methods Theory)

- Wireless & Satellite Networks (10cr) removed and replaced by Wired, Wireless and Optical Transmission
- 2x new 10-credit modules, Introduction to Communications & Emerging Technologies, have been added
- Move of terms of Information Theory and Error Control Coding (SpT to AuT); LAN and Internet Protocols (AuT to SpT); Mobile Communication Systems (AuT to SpT).

MSc Digital Systems Engineering:

- Data Communication Techniques (10cr); Advanced Digital Design* (10cr); Computer Operating Systems for MSc (10cr) removed;
- Design Exercise reduced from 20 cr to 10 cr;
- MSc Personal Effectiveness and Masterclasses (20cr) added;
- Research Methods Theory (10cr) added;
- Digital Engineering for MSc (10cr) added

MSc Embedded Wireless Systems:

- Introduction to Project Management (5cr); Introduction to MATLAB (5cr), Mobile Communication Systems (10cr), Internet & LAN Protocols (10cr), Network Security (10cr), Computer Operating Systems (10cr) all removed;
- Introduction to Communications, a new 10cr module, added;
- Management and Marketing of Technology – a 10-cr H-level module – added. As this is a H-level module it will be pass/fail;
- Neural Networks and Neural Computing – 10cr – a new module added;
- MSc Personal Effectiveness and Masterclasses (20cr) added;
- Research Methods (20cr) replaced by ‘Research Methods Theory’ (10cr) and ‘Research Methods Data Analysis’ (10cr);
- Enterprise moved from Spring to Autumn.

MSc Engineering Management:

- Introduction to Project Management (5cr) and Technical Literature Review 10cr removed - Strategic and Operations Management (15cr) removed, replaced by Strategic Management for EM, a new 10-credit module;
- Personal Effectiveness and Interdisciplinary Masterclasses (20cr) added
- Research Methods (20cr) replaced by Research Methods Theory (10cr) and Research Methods Data Analysis (10cr)
- Enterprise’ moves from Spring Term to Autumn Term.

MSc Intelligent Robotics:

- Swarm Intelligence (10cr) replaced by ‘Swarm Robotics’ (10cr)
- Neural Networks for MSc (10cr) removed and replaced by ‘Neural Networks and Neural Computing’ (10cr)
- Data Communication Techniques (10cr) and Systems Programming for Embedded Devices (10cr) removed
- Personal Effectiveness (10cr) added as a new module
- Practical Robotics increased from 20 to 30 credits.

M17-18/18 University Policy on Undergraduate Supervision

The Committee noted that the Chair had approved amendments to the University Policy on Undergraduate Supervision now the ‘University Policy on Taught Student Supervision’ (UTC.17-18/15).

M17-18/19 University Policy on Modifications

The Committee noted that the Chair had approved amendments to the University's Modifications (to Existing Taught Programmes of Study Policy) (UTC.17-18/16).

M17-18/20 Postgraduate Taught Framework for Programme Design

The Committee noted that the Chair had approved amendments to the Taught Postgraduate Modular Scheme: Framework for Programme Design (UTC.17-18/17).

M17-18/21 Validated Provision

The Committee received an update, including consideration of reports from the relevant Subject Contact, on validated provision (UTC.17-18/18).

M17-18/22 Graduate Teaching Assistants

The Committee noted that the Chair had approved the use of Graduate Teaching Assistants (GTAs) to support Masters-Level teaching in the following departments:

- Psychology: demonstration (such as assistance regarding statistics and programming) in practical sessions for the 'Transferable Skills', 'Research Design and Statistics', 'Research Design and Analysis in Neuroimaging' and 'Programming in Neuroimaging' modules;
- Mathematics: seminar leadership and associated marking for specific modules within the field of Mathematical Finance (C++ Programming with Applications in Finance; Computational Finance; Mathematical Methods of Finance; Stochastic Processes; Stochastic Calculus and Black-Scholes Theory; Financial Time Series) (GTAs would in all cases be PhD students within this field).

M17-18/23 Co-ordinating Group for Supplementary Programmes

The Committee **noted** the terms of reference and membership of the Co-ordinating Group for Supplementary Programmes (UTC.17-18/19).

M17-18/24 Minutes of the Co-ordinating Group for Supplementary Programmes

The Committee noted that the minutes of the meetings of the Coordinating Group for Supplementary Programmes held on 3 July 2017 were available at:
<https://www.york.ac.uk/staff/teaching/contacts/committees/supplementary-programmes/>

M17-18/25 Department of Mathematics: Accreditation

The Committee **received** a report arising from the Institute of Mathematics' accreditation of undergraduate and integrated masters programmes in the Department of Mathematics (UTC.17-18/20).

M17-18/26 Collaboration

The Committee **noted** that the Chair had given initial approval to further explore a proposed collaboration between the Department of Theatre, Film and Television and Raintance.

M17-18/27 Dates of Future Meetings

The Committee noted that the dates of future meetings in 2017/18 were as follows:

- Thursday 9 November 2017, 9.30-13.30
- Thursday 7 December 2017, 9.30-13.30
- Thursday 8 February 2018, 9.30-13.30
- **Thursday 15 March 2018, 13.30-17.30**
- Thursday 17 May 2018, 9.30-13.30
- Thursday 21 June 2018, 9.30-13.30